



Director of Secondary Education

ROLE INFORMATION PACK

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|-------------------------------------|----------------------------------------------------------------------------------------|
| Department | Trust Central |
| Place of work | Central offices & academies |
| Application deadline | Date: Thursday 19 th March, 5pm Interview: Monday 23 rd March |
| Enquires and applications to | recruitment@lct.education |



Mission Statement

Delivering an inclusive, compelling and transformative education that empowers young people, both in the classroom and beyond, preparing them for the rapidly changing world ahead.



Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.



Our values



A Trust With Heart

We place our young people, staff and families at the heart of everything we do; we empower our young people to become compassionate, caring, humble and inspirational individuals.



Never Leave A Child Behind

We support all our young people to ensure that - regardless of their background or starting point - they can achieve exceptional educational outcomes.



Thriving Community

We passionately believe that a positive, thriving community is the heartbeat of the academy. We embrace our collective strength to create a range of opportunities that enhance the lives of our young people and families whilst also acknowledging and celebrating the distinctiveness and individuality of each academy's community.



Together We Are Stronger

We are united in our vision to ensure the best learning experiences for our young people, staff, and community through strong relationships and effective collaboration.



Successful Young People

We create a pride in our academies and a thirst for learning that raises aspirations and ensures our young people are ambitious - both within school life and through extensive enrichment offers - to prepare them for the global community.



Learning For All

We deliver compelling, transformative and reflective learning in our classrooms, celebrating the differences of each academy's community, inspiring all our young people and staff to be the very best that they can be.



Respect For All

We celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.



Coping With The Challenges Of Life

We develop resilience within all our young people and staff to ensure a mindset for success and readiness to thrive in an ever-changing global community.



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We develop resilience within all our young people and staff to ensure a mindset for success and readiness to thrive in an ever-changing global community.



Together, with our families, our staff and our communities, we are stronger.

At the Learning Community Trust, we are proud to lead a family of academies that spans education from early years through to post-16 within our specialist settings. We serve thousands of young people and staff across our academies and take our responsibility seriously, placing our young people, staff, and families at the heart of everything we do.

Our mission is so important to us all, we all work tirelessly to deliver an inclusive, compelling, and transformative education that empowers young people both in the classroom and beyond, preparing them for the rapidly changing world ahead. We are united by a shared vision: to develop compassionate, resilient, and inspirational individuals who are ready to thrive in an ever-changing global community.

Our eight core values: A Trust With Heart, Successful Young People, Never Leave A Child Behind, Learning For All, Thriving Community, Respect For All, Together We Are Stronger, and Coping With the Challenges of Life create our daily moral compass and guide every decision we make and every service we offer.

We believe that every young person deserves access to a rich and inspiring educational experience, one that fosters a mindset for success and importantly, prepares them to be global citizens. Across our Trust, we are proud to celebrate equality, diversity, inclusivity, and individuality, recognising that we have far more in common than that which divides us. Each of our academies is distinctive, with its own ethos and community, yet all are united in our commitment to exceptional outcomes and shared trust values.

Our success is rooted in a steadfast commitment to the professional growth and well-being of our staff. We believe that when our teams are empowered, supported, and continually developing, they create the foundation for truly exceptional learning experiences. That's why we invest in high-quality training, leadership development, and well-being initiatives that nurture both personal and professional growth. By fostering a culture of care, collaboration, and continuous improvement, we ensure that our staff feel valued, inspired, and equipped to make a lasting impact in the lives of our young people.

To ensure we remain focused and forward-thinking, we have developed a robust Five-Year Strategic Plan. This plan is more than a roadmap; it is a commitment to realising our mission and values across every academy and community we serve. Grounded in our eight core values, the plan sets out clear priorities, aligns resources,

and establishes measurable goals. It unites leaders, educators, families, and partners around a shared vision, ensuring we are prepared to meet challenges and lead with clarity, compassion, and impact.

A key strength of our organisation is our commitment to investing in the people who work within our Trust. We believe that when staff are supported to grow, our academies flourish. That's why professional development is at the heart of our offer. Every colleague, whether in teaching, leadership, support, or operations, benefits from access to CPD pathways designed to build expertise, confidence, and career progression.

No academy within our Trust stands alone. We work collaboratively to share best practice, provide targeted support, and create opportunities for staff to connect, learn, and lead. From coaching and mentoring to leadership development and subject networks, our CPD offer is designed to meet the needs of every role and every stage of a career. Our aim is simple: to empower educators to deliver exceptional outcomes for young people, while building fulfilling and sustainable careers.

We are proud of our reputation, both regionally and nationally, for strong educational outcomes and community focus. Our academies work closely together, sharing best practice across phases and settings to create thriving learning environments. We believe that Together We Are Stronger, and through collaboration, we can build a resilient, inclusive educational system where every young person can flourish.

Thank you for considering the Learning Community Trust as your partner in education. We look forward to working with you to create lasting, positive change for your school and your community.



Paul Roberts

Chief Executive Officer



LCT School Improvement Team

At Learning Community Trust, our vision for school improvement is ambitious, values driven and uncompromising in its focus on young people. We are seeking an exceptional Director of Secondary Education to help lead this work and shape the next phase of improvement across our secondary schools. This role sits at the heart of our mission to deliver a first-class, inclusive and transformative education, ensuring that every young person leaves our academies equipped with the confidence, character and skills to thrive in an everchanging world. The successful candidate will play a pivotal role in translating our Trust vision into sustained excellence across classrooms, schools and communities.

This is a role for a leader who believes deeply in values led improvement. At LCT, our vision and values are not aspirational statements, they are lived daily through decision-making, relationships and practice. As Director of Secondary Education, you will champion a culture where ambition, compassion, equity and community sit alongside high expectations and accountability. You will work with secondary leaders to respect and celebrate each academy's distinct identity, while ensuring consistently high standards and a relentless focus on outcomes, experience and opportunity for all young people.

Our people are our greatest strength, and the Director of Secondary Education will be instrumental in developing, supporting and inspiring them. You will provide both challenge and support to principals,

leadership teams, teachers and operational staff through a robust, collaborative improvement model. This includes professional learning, coaching, immersion and review, all designed to build leadership capacity and create confident, empowered teams.

You will help ensure that every secondary academy is the very best it can be for its students, staff and wider community, and that colleagues feel valued, supported and part of something bigger than their own school. A strong focus on safeguarding, inclusion, SEND and support for disadvantaged students will sit at the centre of this work, ensuring that every young person is known, valued and supported to succeed.

You will join a strong, committed team of Education Directors, working collaboratively to drive education forward locally, regionally and beyond. This is an academy facing role with real influence: sharing best practice, building partnerships and extending the Trust's impact across the wider education landscape.

For the right leader, this is an opportunity to shape secondary education at scale, to make a lasting difference to communities, and to be part of a Trust that combines moral purpose with professional ambition. If you are driven by improvement, collaboration and the belief that every young person deserves the very best, Learning Community Trust offers a role where your leadership will truly matter.

For more information please visit lct.education



Post title: Director of Secondary Academies

ROLE PROFILE

Overview

The role of Director of Secondary Education within Learning Community Trust is both demanding and deeply rewarding. It offers experienced leaders the opportunity to live out the Trust's mission, vision and values across a wider system, working collaboratively to ensure every academy thrives while retaining its unique identity. Central to the role is a commitment to *Together We Are Stronger*, bringing people together to secure the very best outcomes for our young people, staff and communities.

The Director of Secondary Education plays a pivotal role in supporting and developing strong, values led leadership, ensuring that no child, staff member or academy is left behind. This work is underpinned by a relentless focus on inclusion, equity and high expectations, alongside a deep respect for the individuality of each academy community.

The Education Directorate is a collaborative, high performing team consisting of an Executive Director of Education, Director of Special Education, and Deputy Director of Primary Education, working closely with colleagues across the wider Trust. This includes HR, Governance and Compliance, Finance and the Education and Welfare Team, ensuring that leaders are never isolated and always supported with the right expertise at the right time. Joining this team means becoming part of a Trust with heart - one that prioritises people, relationships and collective responsibility.

The defining quality of an exceptional Director of Secondary Education is a genuine, unwavering desire to see others flourish. This role is rooted in serving principals, leadership teams, teachers, operational staff and, above all, our young people and communities, championing their success, well-being and belonging. The ability to hold leaders to account sits firmly within a culture of trust, care and support, where challenge is purposeful, collaboration is the norm and improvement is something we do *with* people, not *to* them.

Role summary:

Job Title: Director of Secondary Education

Responsible to: Executive Director of Education

Responsible for: Secondary academies

Salary: L39-43

Key relationships: LCT, CEO, COO, Education Directors, Directors with the Central Services team, Principals, Chairs of Governing Bodies

Location: LCT Central Office (Telford), with expenses-paid travel to secondary academies and some hybrid working options to suit the needs of the role

Working pattern: STPCD Leadership terms

Disclosure level: Enhanced

Role Summary

The Director of Secondary Education is a senior member of the Education Team and Directorate and holds strategic responsibility for the performance, standards and direction of the secondary phase across Learning Community Trust. Working closely with the Executive Director of Education, the postholder will shape strategy, drive improvement at scale and ensure secondary academies deliver consistently high-quality education aligned with Trust priorities.

The Director of Secondary will be responsible for:

Job Purpose

- The Director will be a member of the Education Team and the Directorate of LCT.
- To actively promote the LCT mission, vision and values in each secondary academy, including supporting this in the on-boarding of new academies
- To ensure the Trust strategy is delivered in each secondary academy and across all relevant areas of the Trust
- To be responsible for the educational outcomes and standards of the secondary academies
- To support, develop and line manage the Principals in the secondary academies
- To have financial oversight of secondary academy budgets to ensure financial sustainability
- To act as an Executive Principal for a temporary and fixed period in an academy if required, with subsequent re-balancing of other responsibilities

Specific responsibilities

- To develop and secure the LCT mission, vision and values in each academy
- To provide strategic direction and leadership to the secondary academies
- To be accountable for standards and performance in the secondary academies
- To lead the development of Trust policy, school improvement structures and quality assurance frameworks as part of the Directorate.
- To work with Principals to ensure their evaluation and development planning as accurate and fit for purpose

- To ensure the quality of teaching and learning in each academy is effective by monitoring the internal quality assurance process, by triangulating quality personally, and by taking part in the Trust review process
- To act in an Executive Principal capacity when required to support an academy in particularly challenging circumstances which could include a need for rapid pace of progress, or support for a new leader in an academy which is not yet stable
- To support on the promotion of the Trust, including the support for future growth and on-boarding of new academies
- To support, review and challenge the academy performance with Principals
- To maintain oversight of safeguarding in the secondary academies to ensure that it is effective
- To support academies during Ofsted inspections, external reviews and maintain Trust inspection readiness.
- To ensure academies operate within statutory requirements, Trust policy and the Scheme of Delegation.
- To be the key contact for significant concerns and escalations
- To maintain an outward-facing focus with regard to research and national trends in education and policy
- To contribute to the Trust CPD strategy and deliver on programmes and courses, both internal and external
- To attend Governing Body meetings, representing Trust priorities and providing professional challenge and support.

Quality of Education

- To lead to the strategic direction for teaching and learning across the Trust
- To drive collaboration, sharing of best practice and school-to-school support within the secondary academies
- To support and challenge Principals in the interpretation of data to raise standards via robust target setting and strategic interventions
- To hold Principals to account to secure high standards of teaching, learning, achievement and behaviour and attendance in the academies
- To ensure vulnerable groups are appropriately supported and strategies to reduce and remove barriers to learning are suitably deployed
- To support and challenge the academies to ensure that they have strong relationships with parents/carers to help all students achieve their potential and have a happy and fulfilling school experience
- To report into the Trust Standards Committee on progress and performance of the academies and Safeguarding in the academies
- To support the work of the Education Team and the Executive Team in providing externally commissioned support to schools outside the Trust
- To line manage and perform Principal's Appraisal with the Chair of Governors in accordance with LCT policy
- To ensure Principals are leading within the LCT mission, vision and values
- To be involved in recruitment of the senior leadership team in academies
- To support the Principals in working with the Finance Team to develop appropriate staffing models through ICFP to meet the needs of the academy and provide value for money, and to

continue to support them in maintaining academy finances by attending budget review meetings and providing advice and guidance

Safeguarding and Compliance

- To monitor the implementation of the Trust's safeguarding training, policies and procedures
- To provide guidance and support to Principals to ensure they can deal with concerns appropriately, especially where those concerns merit Trust escalation
- To escalate to the Trust DSL and CEO where necessary
- To promote a strong safeguarding culture across all secondary academies.

Whole Trust Director Responsibility

Educational Directors are in a position to drive whole trust programmes, initiatives and alignment where appropriate. These whole trust developments require high level strategic leadership, outstanding communication alongside robust systems and processes.

The role of the Secondary Director is:

- To ensure the Trust adopts and sustains a cutting-edge, research-informed approach to all areas of teaching and learning, underpinned by a high-quality professional development and training model that secures consistently strong outcomes for all pupils.
- To ensure behaviour approaches across all academies is driven by a coherent, evidence-based strategy, supported by clear policy, a shared approach, and consistent implementation.

This job description sets out the main responsibilities for the post holder but is not intended to be an exhaustive list. Specific duties may change from time to time without changing the general nature of the post and the postholder is expected to be flexible in the range of responsibilities they undertake commensurate with the responsibility and salary.

Person specification

QUALIFICATION AND EXPERIENCE

| Essential | Desirable |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| General education to degree level (or equivalent). Professional teaching qualification. | NPQH |
| Evidence of recent and relevant professional development. Right to work in the UK. | Principal in more than one secondary school. |
| Experience as Principal of a secondary school. | Experience of successfully working as a senior leader or Principal in RI/Inadequate schools raising standards. |
| Experience of school support as SLE, NLE or equivalent system leader within a Trust. | Experience of working in or with a medium-large Trust |
| Working with a range of external stakeholders | |

SKILLS AND KNOWLEDGE

| Essential | Desirable |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Demonstrable ability of how to build a successful team | Demonstrable ability to build a successful leadership team with integrated succession planning |
| Understanding of how to raise standards in schools, backed by experience | Budget oversight within a MAT model |
| Understanding of how to work with external stakeholders | Inspection training |
| Financial management and budget oversight | Understanding of how to work effectively with trade unions |
| Understanding how to use data to inform strategic planning & drive school improvement | |
| Knowledge of Ofsted inspection framework and its application | |
| Sound curriculum knowledge | |
| Good HR awareness | |

PERSONAL QUALITIES

| Essential | Desirable |
|----------------------------------------------|------------------------------------------------------------|
| Ability to remain calm under pressure | Ability to perform different roles within a team as needed |
| Ability to command the respect of Principals | |

| | |
|---------------------------------------------------------------------------|--|
| Ability to be a reassuring presence in crisis/escalation | |
| Ability to work within an authentic leadership model | |
| Commitment to inclusion in all forms | |
| Commitment to support equality and diversity | |
| Understanding of the role of community and its importance | |
| Belief students should enjoy education & commitment to making this happen | |
| Unwavering commitment to keeping students safe | |

Role details

| | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Department | Trust Central |
| Main place of work | LCT Central Office (Telford), with expenses-paid travel to secondary academies and some hybrid working options to suit the needs of the role |
| Reporting to | Executive Director of Education |
| Working weeks | Working pattern: STPCD Leadership terms |
| Salary | Salary: L39-L43 |

Commitment to safeguarding

The Learning Community Trust is committed to safeguarding and promoting the welfare of our young people. All successful post holders are subject to an enhanced DBS check (including a check on the children's barred list) and an online search for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process.

In line with the Statutory Guidance Keeping Children Safe in Education an online check will be undertaken for all shortlisted candidates prior to the interview.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.

For more information regarding our commitment to safeguarding, visit lct.education and search 'Keeping Children Safe in Education' to find view the latest statutory guidance.

How to apply

We are pleased to offer prospective candidates the opportunity to have an informal conversation about the hub director role with our Chief Education Officer or Education Director. These discussions are designed to give you the opportunity to learn more about the role, our trust and our schools and are available by appointment. Please contact Kerriann Hughes: Kerriann.hughes@lct.education

Please complete our word document application form which can be downloaded from lct.education/jobs. Once completed, please email to the email address on the front of this role information pack by the deadline.

Please note that by submitting a application you agree for your personal data to be processed in line with the trust's privacy notices. Further information can be found at portal.lct.education/dataprotection.



Learning Community Trust

Learning Community Trust
2.02-2.06 Grosvenor House
Central Park
Telford
TF2 9TW



For more information please visit lct.education